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finds good in many places and leaves the advocacy of infallible solutions "to enthusiasts who believe in panaceas." But, on the other hand, a sharp implement is often required in making deep impressions; and so, perhaps, a subordination of the historical background and a more positive insistence upon the best ideas would prove to be of greater service to the greater number who will read and study the book.

Upon one subject, the relation of history to government, the positive statement of the author's view is interesting. He says, "the writer is strongly of the opinion that government should be taught as a separate subject both in the elementary and in the secondary school" (footnote, p. 412).

In five useful appendices there may be found a bibliography upon each phase of the subject that has been discussed and a set of questions upon each chapter of the text.

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The Boy Problem in the Home. By WILLIAM BYRON FORBUSH. Boston: Pilgrim Press, 1915. Pp. xi+287.

Mr. Forbush has made a book principally of quotations from a large number of writers on child nature and ethical, moral, and social education. The book is popular in character and is designed for parents who have not read widely in modern literature relating to childhood and youth. Mr. Forbush always writes in a simple, concrete way. He is especially facile in describing actual instances to illustrate the principles which he presents. *The Boy Problem in the Home* contains many examples of the natural traits of childhood and youth, and ways and means of treating the young so that they may acquire self-control.

Mr. Forbush thinks that if children were understood it would be found that they are rarely, if ever, deliberately disobedient, mischievous, or malevolent. His mission in this book is to interpret childhood to parents, and to counsel patience, generosity, and sympathy in dealing with the offenses of a child or a youth. There is considerable sentiment in it, but this is probably necessary in order to awaken the sympathies of the parents for whom it is designed. There is some repetition throughout the book, but the untrained parent probably needs to have principles of child nature and of training presented in different phrases in order that he may comprehend them. This repetition is inevitable considering the fact that in Part I the "Home Training of Young Boys" is considered, in Part II the "Home Training of School Boys" and in Part III the "Home Training of Adolescent Boys." In each Part "Methods of Government," "Government by Punishment," "Government by Reward," "Sex Discipline," "Religious Nurture," and "Facts for Encouragement" are discussed. It is, of course, impossible to discuss "Government by Punishment," for instance, in dealing with schoolboys and

adolescents, and not repeat some of the principles presented in discussing the government of young boys by punishment.

The type of parent who will be helped by this book is the one who deals in a rough-and-ready way with his children, who tends to suppress them and to be autocratic with them, who is never confidential with them, and who never apologizes when he is shown to be in error, mainly because he really does not recognize that, as a parent, he can be in error. The book will also help parents who are sentimental in their relations with their children, who never are firm with them, who overlook all their faults, and who proceed on the principle that if children be indulged in their shortcomings when they are small they will outgrow them when they enter their teens. But the parent who has already come to take a biological view of his children's development; who regards all their impulses and tendencies as "natural," but who appreciates that they must be led as rapidly as possible to adapt themselves to the contemporary social order; who is well poised in dealing with his children, but who is decisive in crucial situations; who realizes that penalties must sometimes be administered for misconduct, but who does not rely mainly upon dermal pain for the correction of wrong action, but who is rather resourceful in devising punishments which connect themselves naturally with the deeds they are designed to control—such a parent would find little, if anything, of service in this book. But parents of the latter type are so rare that the book may be commended to practically all those who have charge of children in the home. It may be added that most of what is presented in the book applies to the training of girls as well as boys.

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CORRECTION.—Two errors in a review of *English Prose and Verse from Beowulf to Stevenson*, by Henry S. Pancoast, which appeared in the January (1916) *School Review*, require correction. The statement was made that William Blake "is entirely ignored." There are nine poems by Blake. Francis Thompson is represented by one prose selection, but not by verse.

THE EDITORS OF "THE SCHOOL REVIEW."